DIFFICULTIES FACING SECONDARY STAGE EFL STUDENTS DURING THEIR ENGLISH CONVERSATION CLASSES IN JORDAN AND THE FACTORS BEHIND THESE DIFFICULTIES AS PERCEIVED BY THESE STUDENTS

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COMMITTEE DECISION

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عنوان الرسالة: DIFFICULTIES FACING SECONDARY STAGE EFL STUDENTS DURING THEIR ENGLISH CONVERSATION CLASSES IN JORDAN AND THE FACTORS BEHIND THESE DIFFICULTIES AS PERCEIVED BY THESE STUDENTS

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Dedication

I dedicate this piece of work to the best mother and father that any one could wish for in this world. Their tremendous care, support and patience can never be forgotten. Carrying my mothers' passion for knowledge in my heart and fathers' wisdom in my life will always remind me to look forward and never quit learning as long as I can.

I also dedicate this work to my loving and caring husband who has always supported and encouraged me to continue studying. His patience, trust and deep appreciation for my hard work empowered me to always look forward and make my dreams come true.

My dedication of this work also goes to my sister, brother and my friends who were able to put up with me during my ups and downs through out this study and I thank them all for their support. Last of all, I would honorably like to dedicate this work to my friend Dr. Maha Al- Ja'bari for her sincere help and care, her guidance was very helpful and very much appreciated.

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Difficulties Facing Secondary Stage EFL Students during Their English Conversation Classes in Jordan and Factors behind these Difficulties as Perceived by these Students

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ABSTRACT

The purpose of this study was to explore the difficulties that private and public school students face during their English conversation classes and the factors behind these difficulties as perceived by those students. The study aimed to answer the following questions:

1) What are the difficulties eleventh grade students at private and public schools in Jordan face during their English conversation classes?

2) Are there any statistically significant differences ($\alpha = 0.05$) in the mean scores of private and public school students regarding their perceptions of the difficulties they face during their conversation classes ?

3) What are the factors behind the difficulties in English conversation classes as perceived by eleventh grade students at private and public schools in Jordan ?

4) Are there any statistically significant differences (α = 0.05) in the mean scores of private and public school students regarding their perceptions of the factors behind these difficulties ?

The population of the study consisted of all first secondary students at private and public schools in Amman, Jordan during the academic year 2010-2011. Amman Directorate of Education I, Amman Directorate of Education II and Amman Private Directorate of Education were selected to conduct this study. The sample of the study were 472 students (270 female and 202 male) who were randomly selected from eleven public schools and six private schools in these three directorate.

A questionnaire was used to collect the data of this study. The data was analyzed using descriptive statistics (means and standard deviations). A T-test was also used in order to find whether the differences in the mean scores of students were statistically significant or not. The results of the study revealed the following:

1) Both private and public school students suffered from (instructional difficulties), (personal difficulties), and (socio-cultural difficulties), but there were significant differences in terms of the personal and instructional difficulties in favor of public school students. As for the factors, most private and public school students moderately perceived that each of the categorized factors are the cause of their related difficulties.

However, there were significant differences between both groups with regard to instructional factors in favor of public school students.

Based on the results of this study, the researcher recommends that the Ministry of Education might help English teachers and students to consider the problems that may hinder good conversational activities and work collaboratively to solve them.

Chapter one

1.1 Introduction and theoretical background

Conversation skills are the most commonly used skills among individuals unlike a structured speech or a debate. Conversation is an aspect in which two people or more communicate orally. Inguva (2007) states that “Conversation in plain context means the use of speech for in informal exchange of views or ideas or information, or the spoken exchange of thoughts, opinions and feelings. It needs at least two people to carryout a conversation because it is interactive and participants take turns to exchange messages” (p.3). If individuals need to communicate orally in a well representative manner both parties as in listeners and speakers have to achieve a mutually interesting connection towards the topic being discussed, even if the topic being initiated may not be interesting to one or both parties.

Possessing strong conversation skills may be beneficial for several reasons. Inguva (2007) argues that good conversation skills promote friendship and develop the individual’s confidence to express and build ideas, where it enhances one’s listening strategies to gather information. The researcher adds that if a participant is a good conversationalist, then he may be confident to speak naturally in many conversational context.

Foreign language learners might be highly prone to communicate orally with native and non-native speakers for a variety of purposes. They may need to converse in Engish classes or with speakers of English either locally or internationally. They may also need to possess good oral English communication skills when they travel abroad mainly because English now is the linguafranca of the world. Jamshidenjad (2010) states that “ Nowadays the majority of the English users can be found in countries where the language is employed as a foreign or second language’’ (p.8). Speaking English as a second language is necessary for students’ future or present work fields as well as pursing their area of study. Ya-Ni argues that many second language learners realize the importance of speaking English more than reading and writing in English, (as cited in Jamshidnejad, 2010, p. 8). This may be so because learning how to speak English is now the most important skill out of the four English language skills to be practiced.

However, learning how to converse in English does not seem like an easy task for second or foreign language learners to accomplish. There are many obstacles and difficulties driven by a myriad of factors that should be highlighted. Tok (2009) pointes that students usually struggle between their thoughts in their native language and those of the target language because of language transfer. In accordance to this, Tanni (2006) argues that one of the reasons why pupils lack the skill of communicating their interests, needs, or they can not understand notions being transmitted to them is that speaking skills are usually given little attention in second language classrooms.

Taeduck and Finch (1997) indicates that the types of syllabi may be either a facilitating or an impeding factor in terms of the students' conversation skills in second language classrooms . Kroeker (2005) also argues that many English second language classrooms are not able to give an equal amount of attention to English conversation skills in comparison with the other English language skills since conversations were not guided by any standards, goals and expectations in some second language classrooms. Kroeker concluded that such factors are very vital and they may alter the students' ability of speaking English. Al- Twairish (2009) found out that English textbooks were structured in a way that were not relevant to the students' needs, too much emphasis was placed on grammar and vocabulary. It was also noted that little effort was made to help students learn to speak English and that listening and speaking skills were left out of the final examination at schools.

Adhikari (2010) contributed an agreement to this by noting that " Speaking in the context of government-aided schools is a minimally practiced skill in the classroom and the least assessed skill in the examination (p.3)" . Therefore; students tend to be less communicative and expressive in English as the courses expect them to be, despite of the efforts made to help them enhance their English conversation skills. Moreover, Huang (2011) indicates that many students are neither fluent nor confident English speakers, this maybe attributed to the lack of time for oral practice in second language classrooms, and the limited opportunities given to students to practice English inside and outside English classes.

On the other hand, Hassan (2001) noted that tension, fear and anxiety are well accompanied by EFL students' verbal exchange . Liu and Jackson (2008) reported that many studies found " anxiety'' to be pretty much presented in every aspect of L2/FL learning, where much of this anxiety is associated with understanding and speaking the target language. Howrits argues that speaking in front of a group of people in the target language did provoke anxiety among many second language learners even though if the students did not feel stressful towards other aspects of language learning, (as cited in Lui and Jackson, 2008, p. 72). Thaher (2005) argues that students have either fear or uneasiness regarding their previous learning experiences which usually slows down their learning process and impedes their willingness to speak the target language.

Tanveer (2007) agrees that self-related cognitions and beliefs should be taken into account in order to successfully cope with language anxiety. Liu and Jackson (2008) also notes that the students' unwillingness to communicate is significantly positively correlated with their FL anxiety. Moreover, their unwillingness to communicate and their FL anxiety are seen to be significantly correlated to their self-rated English proficiency and access to learning the English language. Thaher (2005) believes that many foreign language students suffer from higher degrees of oral anxiety due to self-expectations, poor preparations, teachers' evaluation and their peers' reactions.

Classroom environmental factors play a very significant role towards developing the students' level of English conversation skills. The classroom setting such as the seating arrangements, students' physical comfort, availability of audio-visual aids, student-student relationships and teacher- student instructional relationship should be highly

accounted for during the teaching and learning process of oral interaction. For example, Gibson (2004) notes that the difficulties students may encounter when they converse in the target language with other students maybe due to large number of students in the classroom. Adhikari (2010) was very reluctant to the idea of having forty to fifty students in an English conversational teaching class. The researcher argues that such classes can only be dealt with if the lesson required teacher-fronted teaching via the use of deductive methods or audio lingual methods. According to Adhikari's research study, it was found that most of the classroom furniture was arranged in rows and fixed to the floor, which prevented mobility needed for group work and face to face interaction. McCorskey and McVetta (1987) regard the horseshoe arrangement (students sitting in one big circle having the teacher in the middle) and the modular arrangement (students sit together in groups of four or five) the best seating arrangement for group work oral interaction.

Many students are reluctant to participate inside English conversation classes. The reasons behind this according to Jamshidnejad (2010) are the interlocutor's language familiarity with to each other, historical background of their relationship, gender status, and their proficiency level in a target language. Inguva (2007) also remarked that most of the students mistrust each other and fear from making mistakes in front of one another. The fear of what others think contributed in making limited constrains towards facilitating English conversation skills in the classroom.

The teachers' role in terms of facilitating the learners' English conversation skills should be highly considered in one way or another. Bailey (2007) notes that there are few or no opportunities for teachers to get enough professional support to spontaneously activate the students' conversation skills. Al-Twairish (2009) claims that

what makes the situation worse is that many teachers have not had pre- or in service training in how to manage the classroom communicatively'. Teachers are required to know their learners very well as in what they need and how they prefer to be taught. Consolo (2006) indicates that teachers should determine the characteristics of teacher- student interaction so they work towards their pedagogical achievement.

Richards and Radgers pointed that "If the teachers' desire is to enhance the student's conversation skills, they need to utilize different communicative activities via the use of different suitable teaching strategies. However, such activities must be student-centered, interactive, purposeful, and contextualized (as cited in AL- Twairish, 2009, p. 7) . Dorelly (2005) suggests that pupils should be engaged with tasks which involve meaningful conversations. This would allow them to have the opportunity to interact in different situations along with different people.

Other difficulties may stem from the lack of motivation, needs or interests among students to speak the target language inside or outside the classroom. For learners to be able to concentrate on their educational goals, they might as well be motivated to learn. According to Castillo and Yanive (2007), one of the factors why students did not practice any form of oral skills during the experiment was due to the lack of attractive and appropriate activities which demotivated the students' progress towards speaking. Karahan (2007) pointes out that although a huge amount of effort and time are spent on teaching students how to become better English conversationalists, learners can not learn beyond the basics unless they are individually motivated . Such aspects could be related to the students' own perception of the target language and the effect of other cultural factors on learning a foreign language.

According to Bernat and Gvozdenko (2005), “Second or foreign language students may hold strong beliefs about the nature of the language under study, its difficulty, the process of its acquisition, the success of certain learning strategies, the existence of aptitude, their own expectations about achievement and teaching methodologies” (p. 1). Karahan (2007) revealed that Turkish students had positive attitudes towards the English based culture, but they could not stand hearing Turkish students talking in English together outside the classroom.

Thaher (2004) supports this argument by asserting that students strongly agree that English is necessary to tell people about their home lands, but they also very much disliked the attitude of English people towards their own culture. Such indications are quiet affective and might as well be seriously thought of when teaching foreign students to converse via the target language.

It could be finally concluded that second or foreign language learners seem to face many obstacles that hinder the process of developing English conversation skills. Some of the students’ speaking difficulties are caused by their teachers’, their classroom environment or the way they are taught speaking. Other difficulties are caused by psychological factors or socio-cultural factors. Literature also shows that students held either positive or negative attitudes towards the language under study depending on their cultural background.

Teaching English in Jordan has always been a debatable issue ever since the varied teaching English techniques and strategies have emerged. Since the 1980’s, the Jordanian

Ministry of Education (MOE) has adopted the communicative approach to teach English. According to this approach, students are required to converse at ease during their English classes. However, several results of local studies have shown that this objective has not been achieved yet. For example, Abu Shouk(2008) found that, although teachers use pair work activities, they do not really elevate the students' oral proficiency. Al-Adham (2008) also concluded that private school students are still taught oral skills via the use of conventional methods that lead to having poor speakers. Al-Jabali (1996) and Al-Zurqan (2005) also found that many public school students are hesitant to speak English because of the lack of practice and the rare opportunities given for them. Al-Dweik (2008) also found that students are unable to communicate properly, which he attributed to improper methods of teaching speaking in English .

Therefore, it could be worthy to investigate such difficulties which students in Jordan might suffer from while learning to converse in English as well as looking into the factors behind these difficulties as perceived by EFL students at public and private schools.

1.2 Statement of the problem

The researcher had experiences with different English language teachers who were only concerned with finishing the English syllabus at the expense of teaching oral skills (speaking and listening). This was realized because English language teachers were seen to highlight the importance of reading and writing skills more than speaking skills.

Other teachers did not give enough time for the students to express themselves and they used to correct every single mistake students made while speaking. As a result, many students got frustrated and discouraged to share conversation activities in the classroom. For example; many students hesitated to speak and interact with their peers or with their teachers while speaking in English. At other times, students stumbled while speaking although the meanings of their uttered messages were relatively clear.

1.3 Purpose and Questions of the study

The purpose of this study is to investigate the difficulties eleventh grade EFL students in Jordan face when they converse in English classes and the factors behind these difficulties as perceived by them. More specifically, the study aims at answering the following four questions.

1) What are the difficulties eleventh grade students at private and public schools in Jordan face during their English conversation classes?

2) Are there any statistically significant differences ($\alpha = 0.05$) in the mean scores of private and public school students regarding their perceptions of the difficulties they face during their conversation classes ?

3) What are the factors behind the difficulties in English conversation classes as perceived by eleventh grade students at private and public schools in Jordan ?

4) Are there any statistically significant differences ($\alpha = 0.05$) in the mean scores of private and public school students regarding their perceptions of the factors behind these difficulties

1.4 Significance of the study

The significance of the study stems from the following:

1) The results of the study may also encourage English teachers to adapt their teaching strategies to account for the impeding factors of English conversation skills, so that they can manage these factors to ease conversation in English classrooms.

2) The results of this study may give insight for curricula developers to reconsider students' needs, interests and abilities of English conversation skills.

3) Other researchers may build on the results of the present study to investigate different aspects of teaching oral skills locally or internationally.

1.5 Definition of terms:

The following terms are operationally defined to serve the purpose of this study

1) Conversation classes: English classes where eleventh grade students in Jordan express themselves freely in English, ask and answer questions, or exchange information

2) Conversation Difficulties: The inability to form and articulate the required Sentences or utterances that express themselves freely the intended meaning of a student in the conversation classroom.

3) Factors behind conversation difficulties: Any factor that may negatively affect or impede classroom interaction or conversation during English classes. These factors are classified in this study into:-

A) Personal Factors: Feelings or emotions such as: (anxiety, shyness, embarrassment, uneasiness and discomfort)

B) Instructional Factors: Factors that relate to: -

* Schools' provisions such as: (English language curriculum, English language textbooks, tools and aids that help students learn)

* Teachers' practices inside the classroom such as: (teaching strategies, evaluation methods, communication skills and frequent use of mother's tongue)

* The classroom atmosphere itself such as: (student to- student communication, teacher-to student communication, number of students in the classroom, size of the classroom, etc…)

C) Socio-cultural Factors: Factors that may stem from the student's culture, such as: (relationships, beliefs, habits, attitudes, values, ethics, ethnic group, race or cultural identity.

4) Private school students: Eleventh grade students who attend a secondary school that is supported by private individuals or a corporation rather than by a government or public agency.

5) Public school students: Eleventh grade students who attend a secondary school that is supported by public funds, where very little amount of money is paid for the students to be enrolled in these types of schools.

1.6 Limitations of the study:

1) This study is limited to eleventh grade male and female students who were at private and public schools in Amman, Jordan during the second semester of the year (2010- 2011)

2) The questionnaire was the only tool used for data collection. This was done because of the limited time provided for the researcher to conduct the study. Many teachers were also unwilling to let the researcher attend conversation classes because of personal consideration.

Chapter two

REVIEW OF LITERATURE

This chapter includes empirical studies which investigated the difficulties, and the attitudes of foreign language learners towards speaking English. It also includes studies related to instructional factors such as: classroom environmental aspects and the different kinds of teaching practices which affected the students' performance in learning English conversation skills or English in general. This review of studies will be organized in the light of the classification above.

Jackson (2004) examined the rate of unwillingness to communicate among Chinese learners of English as a foreign language (EFL) in English classrooms and the degree of anxiety they possess. A seventy item questionnaire was distributed to five hundred and forty seven first year undergraduate non-English majors in Tsinghua University, China. The sample of the study consisted of four hundred and thirty males, one hundred and seventeen females. The instruments used to collect the data were (unwillingness to communicate scale, language class risk taking scale, language class sociability scale, foreign language classroom anxiety scale, and an English- learning background questionnaire. The results elicited that most of the students were willing to communicate in interpersonal conversations, but many of them did not like to take the risk of using English in class. More than one third of the students felt anxious and feared from being negatively evaluated and had negative feelings towards public speaking tests.

The students' self rated English language proficiency levels were highly altered due to their unwillingness to communicate and language anxiety levels. And last of all, many of the students' unwillingness to communicate and their foreign language anxiety were powerful predictors for each other.

Gutierrez (2005) also carried out an action research which involved investigating the students' oral problems. The researcher implemented three interactive tasks, a free conversational activity and basic oral defenses to study their effect on the students' English oral development. This research project was carried out in Distrital Britalia public school in Kennedy District, Columbia. The sample of the study was forty ninth grade students (twenty three females and seventeen males). Questionnaires, observations, video tapes and audiotapes were utilized to collect the data of the study. The results of the study revealed that learners were scared to interact with the teacher or with each other while speaking English. They did not like making grammatical errors or showing any pronunciation problems in front of their interlocutors. They possessed lack of fluency, word order difficulties, sentence structure problems, transferences and omissions. After the experiment, The following outcomes viewed that students showed explicit abilities to improve their oral productions. Their pronunciation and grammatical mistakes revealed significant improvement. The participants were also able to exchange information and negotiate meaning in their conversations. And last of all, their gestures, tone of voice, hand and eye movement completed their oral communication.

Moreover; Inguva (2007) examined the obstacles that students encountered while developing their English conversation skills. The researcher then carried out a classroom

based project to examine its effect on the students' development of their English conversation skills. The participants of the study were nineteen students (eleven boys and eight girls) enrolled in the first credit course (LANC 1070) in Sultan Qaboos University, Muscat. The main obstacles in developing good conversation skills among Omani students were perceptual barriers, Emotional barriers, Cultural barriers, and interpersonal barriers. The researcher used the following principles to implement her study; The principle of good preparation, The principle of expecting the best out of the students, The principle of bifocal vision and the principle of collaboration. The researcher also used a wide variety of pair and group work communicative activities. The forty hour implementation was video recorded through several weeks. The results revealed an obvious growth of the students' interest to participate in activities, extra-rated gain of confidence to speak, overcoming their mistakes for future activities, and group work development.

Likewise; Al-Dweik (2008) investigated the speaking difficulties encountered by the upper 10^{th} grade Jordanian students and the perceptions that teachers held towards these difficulties. The participants of the study were all $tenth^{th}$ grade female teachers at Amman third directorate, in addition to sixty female students from Al-Taybe Housing secondary school. The instruments used were oral proficiency tests and questionnaires. The results indicated that female students faced difficulties in all speaking components (pronunciation, vocabulary, grammar and fluency) .

In addition to this, Tok (2009) studied the learners' communication obstacles in English language classrooms among first year undergraduate non- English major EFL Turkish students. The participants of the study were composed of 139 first year male and female students enrolled in the education faculty of Adiyaman University in Turkey. The study was carried out in spring term of 2007-2008. The tools used to collect data were questionnaires and short interviews with teachers and students. The results revealed that most participants felt anxious to communicate in their English language, and students who perceived their English as poor felt more anxious and unwilling to communicate compared to students with good English language skills. The major obstacles of communication were anxiety and unwillingness.

Jamshidnejad (2010) also investigated the nature of oral problems in foreign language learning and communication in order to provide a means of being more familiar with the complexities of oral problems construction in an EFL context. The participants of the study were twelve Persian undergraduate students of English literature and translation and one post-graduate student in TEFL, both males and females aged between twenty to twenty four years. The researcher also interviewed a group of four language teachers to gain familiarity with another party's opinion of problems in L2 oral communication. The instruments of the study were semi-structured interviews inquiring previous knowledge regarded the learners' past experiences of oral problems and the factors which influenced the construction of such obstacles. The major findings of the study pointed out that oral problems can be caused by the participants' perception of an ideal L2 speaker, their interlocutors' characteristics such as: level of the listener's

language proficiency, background of relationships, also; status and gender. It was also revealed that the learners' self-perceived concerning their own oral skills.

However, Haung (2011) investigated the factors that influenced the oral communication among technological university students in Taiwan. The researcher did also investigate the student's oral perceptions towards their perceived oral proficiency, the frequency of speaking English outside the classroom and to what extent are they motivated to speak English. Eighty nine sophomore students (twenty two males and seventy six females) of Lunghwa University of science and technology participated in the study. These students were selected from three classes of the required course "English speaking and listening 3" The instruments used to collect the data were questionnaires, students' term grades on listening and speaking in course 3, including the use of Nakatani's oral communication strategy inventory (2006) that was utilized to observe the kinds of communication strategies used while teaching speaking English in class. The study reported that students often employed message reduction and alternation strategies and least often employed message abandonment strategies. The findings also revealed that most of the students' self-perceived oral proficiency, the frequency of, and motivation in speaking English were significantly correlated with the use of Oral communication strategies.

Other studies investigated the students' perceptions or attitudes towards speaking English as a foreign language. For example; Aker (2000) investigated the students' perception towards the improvement the improvement of their learning within their environment, perceptions' of their teachers, their classmates, themselves and their

reported interpersonal behavior. This study also examined whether the student's gender, specialty area (scientific or literary stream), their place of study and their grades in the English were strong variables that affected the nature of their classroom environment. The researcher distributed questionnaires to 711 students who were randomly selected from first secondary class in Nablus district schools. The results revealed that the student's perceptions towards their classroom environment were positive. Male students had positive attitudes towards their teachers more than female students. Students who studied in literary streams were keener on improving their classroom environment than females. Students who studied in the city of Nablus had better perceptions towards their classroom learning environment than students who studies in other areas. At last, students who got very high marks including those whose marks were below average elicited very strong positive attitudes towards improving their English classroom learning environment.

In fact, Hassan (2001) surveyed the attitudes of tenth grade second language students towards speaking English in Salfeet district,Nablus,Palestine. The study investigated the effect of independent variables such as (students' gender, their fathers' education, their mothers' education, their place of living, and their level of achievement in English) on the students' level of English speaking. The sample of the study included 20 government schools, which were comprised of four hundred and sixteen, tenth grade male students and tow hundred and twenty four tenth grade female students. Results showed that the students' attitudes towards speaking English were positive but the major defects were related to the lack of practice and opportunities to try out the

language interactively. These attitudes were not altered with regard to their place of living or their mothers' education variables. But there were significant differences due to the students' attitudes in terms of their fathers' education and their general level of achievement in English .

Moreover, Al-Zurqan (2005) investigated the perceptions of basic stage English language teachers in Jordan towards teaching and assessing oral skills. This study was carried out in Amman Directorate of education. The sample consisted of eighty four female teachers. The results indicated that teachers had positive attitudes towards teaching and assessing oral skills, regardless of their experiences and qualifications. It was evident that teachers also faced difficulties when they taught oral skills, such as time, constraints, weakness of the students, and individual differences.

Besides, Thaher (2005) studied the factors which lead to communication which lead to Communication Apprehension (CA) in an EFL classroom. The sample of the study consisted of 209 non-major EFL students who studied at Al Najah University in Palestine. The researcher studied the effect of psychological, instructional, and socio-cultural factors on the students' own level of Communication Apprehension via questionnaires. The results showed that most students suffered from either fear or uneasiness about their learning experiences which slowed down their learning process.

Al-Adham (2006) also investigated the effect of communicative tasks on developing Jordanian fifth graders' oral communication skills (speaking and listening) and whether the experiment has a stronger effect of any of the gender types. The study was conducted

at the Al-asriyya private school in Amman, Jordan. The subjects of the study were 50 male and female fifth grade students. They were distributed into two groups; an experimental group and a control group. The experiment lasted for seven weeks, Means, Standard deviations, and a two-way analysis of the variance ANOVA were performed on the post-tests of both groups. The results indicated that the experimental group scored more on their post tests than those of the control group. But there were no differences between the results of both the control and the experimental group in terms of the gender aspect.

Feng (2007) had also examined the perceptions of Chinese secondary school students regarding teaching and learning English listening and speaking skills. The researcher also examined three questions concerning form focused English instruction, communicative focused English instruction, student integrative motivations and instructional motivations. The researcher designed a questionnaire that was composed of sixty items in a five point likeret scale format. The participants of the study were six hundred Chinese secondary school students, (three hundred) ninth grade and (three hundred) twelfths grade students. All students were enrolled in public schools in China. The results indicated that senior high students were more positive towards communication-focused instruction. They were also more integratively and instrumentally motivated to learn English. Results as well revealed that female students were more positive than male students towards communication focused instruction and were more integratively motivated to learn English.

Karahan (2007) also investigated the relationship between language attitudes towards the English language and its use in Turkey. The participants of this study were one hundred and ninety eighth grade students of a private primary school in Adana, Turkey. Questionnaires were distributed to all the students. The questionnaires consisted of two sections, the first part required the students' personal information such as gender, the age they started to learn English and the place where they started to learn English as well. The second part of the questionnaire concerned the students' attitudes towards the English language and their attitudes towards the use of English in Turkish context. The instruments used to analyze the data were Mann Whitney U test and Spearman's rho correlation coefficient tests. The results revealed that students in general had barely any positive attitudes (female students had higher rates). Most students recognized the importance of English language but interestingly do not reveal any high level of orientation towards learning the language. The results also assert that students had mild positive attitudes towards the English based culture, but they could not stand Turkish people speaking English among themselves.

Furthermore, Sun (2008) aimed at investigating the students' perceptions and attitudes towards English conversation classes. The study was conducted at a university in Northern Taiwan. One hundred and fifteen non-English major students who attended conversation classes were given questionnaires on motivation and anxiety. Six extra students volunteered to be interviewed about their willingness to use English for communication within English classes and the kind of activities they prefer to be taught through. The results revealed that students had positive attitudes towards willing to communicate in English conversation classes. 56% of the students believed that teachers

had a strong impact on their willingness to communicate. Most students preferred a class size between fifteen to twenty people. 81% of the students suggested that more interactive classroom activities are in need to be integrated within English classes. Moreover; the findings revealed that students were aware of the importance of English communication skills, however; they would only use English to communicate with others inside English classes.

Whereas, Peng and Woodrow (2010) investigated the willingness to communicate (WTC) in Chinese English as a foreign language (EFL) classrooms. The participants of the study were five hundred and seventy nine students (two hundred and eighteen males, three hundred and fifty seven females) from eight universities in eastern area of china. All the participants were undergraduate freshmen and sophomores majoring in non-English disciplines, Questionnaires were distributed to the students. The questionnaire consisted of a demographic section and six scales. The six scales were: (measuring WTC in English), (communication anxiety in English), (motivation to learn in English), (learner beliefs) and (classroom environmental aspects). The results obtained viewed that classroom environment predicts WTC, communication confidence, learner beliefs and motivation. Motivation influences WTC indirectly through confidence. The direct effect of learner beliefs on motivation and confidence are identified.

As far as the effect of the classroom environmental aspects on the students' oral interaction are concerned, Abu Hanieb (1996) studied the effect of using the tape recorder in teaching listening and oral skills for the ninth grade English curriculum " Petra" in

Qalqilia district. The sample of the study consisted of two ninth grade classes, which were taken from Jeansafout secondary co-educational school in Qalqilia district (one experimental and one control group). The control group was taught by the teacher who applied the conventional method of teaching. The researcher had also taught the experimental group via the use of a tape recorder, so as to help him perform his study. The period of teaching the two groups took almost two weeks. Both groups were then post-tested by the researcher. The results revealed that the performance of the experimental group was higher than those of the control group in pronunciation and poetry. But the results also showed that both groups were at the same level in listening comprehension, dialogue, dictation and grammar.

Al-Jabali (1996) also studied the effect of role play and pictures on developing the speaking skills of tenth grade students in Irbid district. The participants of the study consisted of 50 male students from two public schools distributed into three groups. Two of the of the groups were treated as the experimental ones, the use of pictures method was implemented on one experimental group and the method of using role play was implemented on the other experimental group. All groups were post tested, results were obtained and the one way analysis of the variance was used to analyze the results of the study. The results of the post tests on both groups (role play and pictures) showed that students of the experimental group gained higher marks than the control group, but the (picture group) scored more on their post tests than the role play group.

Moreover, Tanni (2006) conducted a study which aimed at investigating the effect of a program based on communicative classroom activities on developing upper basic stage

students' oral proficiency in Tulkraim Directorate of education in Palestine. The participants of the study consisted of fifty six tenth grade female students. The students were divided up into two groups, (control and experimental). The researcher implemented the program based communicative classroom activities on the experimental group, where the normal school syllabus was applied to the control group. For data analysis procedures, the researcher used means, standard deviations, and independent t-tests on the data collection. The results indicated that the experimental group scored more on their post tests .The significant differences were greater in grammar ,comprehension and fluency than pronunciation and vocabulary.

On the other hand, Aduwa-Ogiegbean and Iyamu (2006) examined the factors responsible for the weak quality of teaching English as a second language in public secondary schools in Nigeria. Questionnaires were distributed to 3000 senior secondary school students across the six geopolitical zones in Nigeria. The questionnaire examined aspects related to the frequent use of instructional media, frequent use of instructional strategies and the kind of school learning environment that the students deal with. Results revealed that English language teachers do not frequently utilize modern instructional technologies and varied teaching techniques in their English language lessons. It was revealed that most students studied under very harsh classroom environment, which is often very crowdie and noisy.

Other studies investigated the different teaching strategies used to teach oral skills and their effect on the students' oral performance, for example: Baily (2007) studied the current practices in teaching English speaking skills to non academic learners of English

as a second language (ESL) in the United States. This study included refugees, first generation immigrants, children of immigrants and temporary residents. Results revealed that pronunciation improvement is particularly challenging, there were also no opportunities for teachers to get professional developmental support.

Similarly Castillo (2007) aimed to establish strategies that help students improve their oral production in English. The study took place in Colegies de Bachillerto Patria in Bogota, Columbia. The participants of the study were all eleventh grade students (eighteen girls and thirty five boys). The instruments used to collect the data were (field notes, students' and teachers' surveys, students' interviews and audiotape recordings). The researcher implemented the following types of speaking activities (performance activities, controlled activities, and guided activities, creative or freer activities). These activities were utilized under the following learning techniques (Jigsaw, Think-pair-share, round Robin brainstorming and numbered heads). The results revealed that students understood that one way to improve speaking is practicing with others and learn from others. At the end of the experiment it was noted that students did not feel shy anymore and were motivated to communicate their ideas and needs through cooperative learning. At last, the findings indicated that all the activities, topics and materials helped students in their oral improvement and oral interaction.

In addition, Abu Shouk (2008) conducted a study that investigated the effect of using talking circles technique on the oral classroom interaction and the attitudes of tenth grade students in Jordan. The sample of the study consisted of eighty tenth grade students

distributed into two sections: the control group which were forty six students and the experimental group which were forty three students who were taught through the talking circles technique. The subjects of the study were selected from Raghadan basic school for boys in the first Directorate of education in Amman. The experimentation lasted for two months during the first semester of 2007/2008. The tools used for investigation were observation checklists, and an Attitude scale. The results of the study indicated that the technique of talking circles facilitated the students' oral interaction compared to the traditional method. This technique also improved the students' attitudes towards oral interaction.

Al –Twairish (2009) also measured the effect of implementing the communicative approach (CA) on the listening and speaking skills of Saudi third year secondary students. The sample of the study was seventy eight girls, (thirty seven students from the experimental group and forty one students from the control group) . The students were enrolled at Dammam Tenth grade secondary school. Pretest was administered to both groups at the beginning of the experiment, at the end of the experiment; a posttest was attained by both groups. The results revealed that the communicative approach had a positive affect on the students' listening and speaking skills. Results also showed that the experimental group scored more in their posttests than the control group.

Kroeker (2009) also examined the English conversation classes in a large and well-represented Korean university. The researcher implemented a cross-sectional study through self-report questionnaires in which; students, teacher and administers were supposed to comment on their beliefs and opinions towards the conversation classes that

were held at this university. The sample of the study included six administers (four Koreans, two foreigners), twelve out of sixteen native English teachers and three out of ten Korean English teachers volunteered. The study found that conversations were not guided by any standards, goals or expectations and English tests focused on the receptive skills only.

To sum up, there seems to be a direct relationship between the students' English conversation performance and the way they are taught English conversation skills. Moreover, the students' practice of the language seems to be connected with a variety of factors such as: classroom environment, the attitudes they have towards the English language and their own psychological factors. None of the studies that were conducted in Jordan on oral skills has addressed the difficulties and the factors as perceived by students' themselves.

Moreover, this study is different from other Jordanian studies in terms of its population. Most Jordanian studies consisted of 50-85 participants but this study included 472 participants to assure better and stronger results. In addition, this study is a survey study that investigated the perceptions of eleventh grade private and public school students in Jordan towards the obstacles they face during their English conversation classes, unlike other local studies which were either experimental ones or aimed at finding out the teachers' perceptions towards teaching oral skills.

Hence, the present study is expected to add to this literature by exploring and comparing how eleventh grade private and public school students in Jordan perceive the difficulties they face during English conversation classes, and the factors behind

these difficulties.

Chapter Three

Method and procedures:

3.1 Population and the sample of the study

The population of the study consisted of all first secondary students at private and public schools in Amman, Jordan during the academic year 2010-2011. Amman Directorate of Education I, Amman Directorate of Education II and the Private Directorate of Education were selected to conduct the study. The sample of the study consisted of 472 students (270 female and 202 male) who were randomly selected from eleven public schools and six private schools in these three directorate . The sample of the study is clearly distributed in Table 1.

Table 1: Distribution of the sample of the study according to type of school and gender

	Type of school		Total
Gender	Private	public	
Male	85	117	202
Female	51	219	270
Total	136	336	472

3.2 Research instrument

A questionnaire was developed by the researcher based on other similar studies and articles in pertinent literature, such as: (Hassan,2001; Thaher,2004; Feng,2007; Sun,2007; and Tanveer,2007). The questionnaire consisted of two parts: part one elicited personal information about the respondents.

Part two elicited the students' perceptions of the difficulties they face during English conversation classes and their perceptions regarding the factors that they ascribed their difficulties to. A five-point Likeret scale was used in this questionnaire.

3.3 Design of the study

The data of the study was collected via a questionnaire in order to investigate the students' perceptions of the difficulties they face during their conversation classes and the factors that cause these difficulties as perceived by them. Therefore, the present study is a survey study.

3.4 Validity and reliability of the instrument

3.4.1 Validity of the questionnaire

To validate the questionnaire, it was given to panel of twenty EFL specialists: (Eleven EFL university professors, two curriculum developers, two English educational supervisors , three university lecturers and two EFL professional teachers). Comments and suggestions made by the experts were related to language accuracy, relevance of items to the field they measured, clarity of items, sufficiency of items,…etc.)

Some of the main comments and suggestions made were: translating the questionnaire items to Arabic, separating the difficulties from factors, rephrasing some items for clarity, and omitting other items to avoid overlapping or repetition.

There was also a consensus on cutting down the number of the five domains (psychological factors, school instructional factors , teacher's instructional factors , cultural factors , classroom environmental factors , and linguistic factors) to three domains (Psychological factors , instructional factors , and socio-cultural factors). (See Appendix A) .

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3.4.2 Reliability of the questionnaire

To establish the reliability of the questionnaire, Cronbach Alpha (α) was used. The computed value for the following difficulty domains were the following: personal difficulties = 0.87, instructional difficulties = 0.79, and socio-cultural difficulties = 0.75. the computed total value for all the three difficulty domains was = 0.88.

The computed values for the following factors domain were the following: personal factors = 0.84, instructional factors = 0.88 and socio-cultural factors = 0.81. The computed total value for the factors combined was = 0.90.

3.5 Data collection

The researcher used the following steps to collect the data of the study:

1) The researcher got a list of the secondary private and public schools in Amman. The Amman Directorate of Education I, Amman Directorate of Education II and Amman Directorate of Private Education were selected to collect the data of the study

2) The researcher randomly selected eleven public schools and six private schools. Five public schools were selected from Amman Directorate of Education I and six public

schools were randomly selected from Amman Directorate of Education II. The six private schools were also randomly selected from the Directorate of Private Education in Amman.

3) The researcher took permission from the Ministry of Education in Amman to distribute the questionnaire . (See Appendix B)

4) The questionnaire was developed by the researcher based on related literature.

5) The questionnaire was validated by twenty EFL experts from universities, schools and the Directorate of Curricula and Textbooks.

6) The researchers took appointments with the seventeen private and public schools to collect the data.

7) The researcher explained to students the purpose of distributing the questionnaire and how to fill it in by moving from one part to another so that each student exactly understood what to do.

8) The process of the data collection took three weeks, during the second semester of the year 2011.

3.6 Data analysis

The collected data was analyzed by using descriptive statistics, such as means and standard derivations . A T-test was used to measure the statistical differences in the mean scores of students regarding both the difficulties and the factors behind them. The cut off scores used to decide the degree to which students were considered to face a difficulty or perceive a factor to a high degree if the mean score was between 5 - 3.67; a moderate degree if the mean score was between 3.66 – 2.34 and a low degree if the mean score was between 2.33 - 1.00.

Chapter Four

Results of the study

The main purpose of this study was to explore the difficulties eleven grade public and private EFL students in Jordan face when they converse in English classes and the factors that are behind these difficulties as perceived by them. Moreover, this study aimed at finding out whether there are any statistically significant differences ($\alpha = 0.05$) in the mean scores of public and private eleventh grade students regarding their perceptions of the difficulties they face during English conversation classes and the factors behind these difficulties as perceived by them.

4.1 Results related to the first question

To answer for the first question "What are the difficulties eleven graders at private and public schools in Jordan face during their English conversation classes ? ", means and standard deviations were calculated. The results are shown in Table 2 below:

Table 2: Means and standards deviations of eleventh grade students at private and public schools regarding the difficulties they face during English conversation classes.

Difficulties	Private school students		Public school students	
items	Mean	Standard deviation	Mean	Standard deviation
Personal domain				
1) I feel unfocused when I talk in English in front of the whole class	2.86	1.23	3.13	1.23
2) I feel lost when someone interrupts me	3.02	1.22	3.32	1.20
3) I get nervous when I do not understand what others say to me	2.56	1.32	3.03	1.46
4) I feel frustrated because other students speak much better than I do.	2.54	1.37	3.19	1.43
5) I feel shy to use non-verbal gestures or body language.	2.43	1.24	2.68	1.28
6) I do not like being asked to speak if I am not completely sure of what to say.	3.82	1.17	3.85	1.21
7) My friends make fun of me if I make strange sounds like native speakers.	2.53	1.28	2.63	1.31

8) I am afraid of making mistakes if I speak in public.	3.35	1.31	3.63	1.31
9) I feel neglected because I only speak when someone asks me to.	3.01	1.34	3.18	1.38
10) I feel that my ideas are worthless.	1.81	1.02	2.09	1.18
11) I feel that my classmates do not understand what I say	2.32	1.08	2.44	1.11
12) I can not find the proper words and phrases to express myself in English.	3.01	1.28	3.19	1.35
13) I am not good at putting words in meaningful sentences.	2.90	1.40	2.99	1.39
14) I take too much time to monitor everything I say.	2.94	1.26	3.20	1.23
15) I can not say anything in English before I translate it to Arabic.	2.71	1.41	3.36	1.37
16) I can not follow others unless I understand the meaning of every single word.	2.49	1.31	2.90	1.38
17) I get bored if I wait for my turn to speak.	3.29	1.37	3.32	1.31

Instructional domain				
18) Our English textbooks do not have enough speaking activities that help me improve my English speaking skills	3.54	1.34	3.85	1.26
19) There are no audio visual aids available in our school in order to help us practice English conversation skills.	3.35	1.40	4.31	0.998
20) Our English textbooks do not provide us with guidelines that help us practice English conversation skills.	3.60	1.30	3.96	1.08
21) Our English textbooks do not allocate enough opportunities for practicing English conversation skills.	3.57	1.203	3.86	1.08
22) The teacher stops me whenever I make a mistake while speaking.	2.68	1.34	3.03	1.34
23) The teacher does not provide us with enough English speaking tests that could elevate our level in speaking English.	3.43	1.34	3.72	1.30

24) The teacher does not vary his/her strategies of teaching English conversation skills.	3.24	1.37	3.51	1.27
25) The teacher does not encourage group work activities in speaking English.	3.21	1.40	2.92	1.40
26) The teacher does not encourage pair work activities in speaking English classes.	3.18	1.31	2.73	1.34
27) I do not get enough feedback from the teacher on my speaking performance.	3.25	1.32	3.52	1.16
28) The teacher emphasizes correct pronunciation over the meaning of what we say.	2.90	1.36	2.85	1.19
29) The teacher does not give me enough time to express myself.	2.63	1.32	2.84	1.21
30) My classmates correct me if I make mistakes while speaking.	3.04	1.32	3.69	1.20
31) There is so much noise in the classroom, which makes me get distracted.	3.35	1.43	3.39	1.40

32) Seats and desks are fixed which makes it difficult for us to talk face to face.	2.54	1.50	3.13	1.38
33) The classroom temperature is sometimes too hot or too cold, which makes me unfocused.	3.01	1.45	3.86	1.31
34) Most students speak in Arabic during English conversation classes.	3.80	1.36	3.91	1.14
Socio-cultural domain				
35) As a Jordanian citizen, I do not think that speaking English will serve me well in my future career.	1.59	1.17	1.61	1.08
36) People in my country do not respect those who speak a foreign language.	2.37	1.44	2.48	1.34
37) In Amman, People usually speak English only to show off. This discourages me to improve my English speaking skills.	3.14	1.41	3.10	1.43
38) I do not like the western culture; therefore I do not try to speak their language.	1.88	1.20	1.93	1.28

39) I get to realize that most English people do not like us Arabs in general, so I do not like to practice their language at all.	2.10	1.26	2.26	1.30
Total	**2.90**	**.525**	**3.14**	**.541**

*KEY: High mean score (5 – 3.67)
Moderate mean score (3.66 – 2.34)
Low mean score (2.33 – 1)

Table 2 shows that there are differences in the mean scores of both private and public students regarding all the items of the questionnaire. The majority of these differences were in favor of public school students.

The results revealed that private school students suffered from the following difficulties at a high degree: item 6 " I do not like being asked to speak if I am not completely sure of what to say" and item 34 " Most of the students speak in Arabic during English conversation classes". They suffered to a low degree from the following difficulties : item 10 " I feel that my ideas are worthless", item 35 " As a Jordanian citizen, I do not think that speaking English will serve me well in my Future career", item 38 "I do not like the western culture, therefore I do not try to speak their language", and 39 " I get to realize that most English people do not like us Arabs in general, so I do not like to practice their language at all". The table also shows that private school students

suffered to a moderate degree from the rest of the difficulties presented in the questionnaire. This means that students at private schools suffered to a moderate degree from the majority of the difficulties.

On the other hand, public school students suffered to a high degree from the following difficulties: item 6, “I do not like being asked to speak if I am not completely sure of what to say”, item 18 “ Our English textbooks do not have enough speaking activities that help me improve my English speaking skills”, item 19 “ there are no audio-visual aids available in our school in order to help us practice English conversation skills”, item 20 “ Our English textbooks do not provide us with guidelines that help us practice English conversation skills”, item 21 “ Our English textbooks do not allocate enough opportunities for practicing English conversation classes”, item 23 “The teacher does not provide us with enough English speaking tests that could elevate our level in speaking English”, item 30 “My classmates correct me if I make mistakes while speaking”, item 33 “The classroom temperature is sometimes too hot or too cold, which makes me unfocused”, and item 34 “Most students speak in Arabic during English conversation classes”.

The table also shows that public school students suffered to a low degree from the following difficulties: item 10 “ I feel that my ideas are worthless”, item 35 “ As a Jordanian citizen, I do not think that speaking English will serve me well in my Future career”, item 38 “I do not like the western culture, therefore I do not try to speak their language”, and item 39 “ I get to realize that most English people do not like us Arabs in general, so I do not like to practice their language at all”. The results in Table 2 also show

that public school students suffered to a moderate degree from the rest of the difficulties that appeared in the questionnaire as well.

4.2 Results related to the second question:

In order to answer the second question "Are there any statistically significant differences ($\alpha = 0.05$)in the mean scores of private and public school students regarding their perception of the difficulties they face during their English conversation classes ?", means and standard deviations of the items categorized as (Instructional, Personal, and Socio-cultural domains) were calculated. The results are presented in Table 3 below:

Table 3: Mean scores and standard deviations of the categorized difficulties encountered by private and public school students.

	School			
	Public		Private	
Domain (D)	**Mean**	**Std. Deviation**	**Mean**	**Std. Deviation**
Instructional (D)	3.48	0.587	3.19	0.674
Personal (D)	3.07	0.762	2.80	0.657
Socio-cultural (D)	2.27	0.826	2.21	0.860
Total	**3.14**	**0.541**	**2.90**	**0.525**

*Key: High mean score (5 – 3.67)
Moderate mean score (3.66 – 2.34)
Low mean score (2.33 – 1)

Table 3 shows that there are differences in the mean scores of private and public school students regarding the categorized difficulties in the three domains (personal,

instructional and socio-cultural).

In order to test whether these differences were statistically significant (α = 0.05), T-test was used. The results are presented in Table 4

Table 4: T-test of the significant differences between private and public school students regarding the difficulties they face during English conversation classes.

		T-Test for Equality of Variances		t-test for Equality of Means
		t	**df**	**Sig. (2-tailed)**
Equal variances assumed	**Personal (D)**	3.570	470	* 0.000
	Instructional (D)	4.512	470	* 0.000
	Socio-Cultural (D)	0.704	470	0.482
	Total (D)	**4.522**	**470**	*** 0.000**

***** Significant: (α = 0.05)

Table 4 shows that there are statistically significant differences in two domains: (Personal and Instructional). The Table also shows that there were significant differences regarding the total value of the three domains combined. All these differences were in favor of public school students. This means that public school students suffered from these difficulties at a higher rate than their private counter partners.

4.3 Results related to the third question:

To answer the third question "<u>What are the factors behind the difficulties in English conversation classes as perceived by eleventh graders at private schools and public in Jordan?</u>"; means and standard deviations were calculated. The results are presented in Table 5.

Table 5: Means and standard deviations of eleventh grade students at private and public schools regarding the factors behind the difficulties they face during English conversation classes.

Factors	**private school students**		**Public schools students**	
Items	**means**	**Standard deviation**	**means**	**Standard deviation**
Personal domain				
1) I feel unfocused when I talk in English in front of the whole class.	3.60	1.31	3.18	1.30
2) I feel lost when someone interrupts me.	3.40	1.31	3.37	1.28
3) I get nervous when I do not understand what others say to me.	3.53	1.30	3.42	1.38
4) I feel frustrated because other students speak much better than I do.	3.32	1.45	3.34	1.43
5) I feel shy to use non-verbal gestures or body language.	3.28	1.44	3.25	1.36
6) I do not like being asked to speak if I am not completely sure of what to say	3.76	1.22	3.71	1.38
7) My friends make fun of me if I make strange sounds like native speakers.	2.76	1.35	2.66	1.37
8) I am afraid of making mistakes if I speak in public.	3.57	1.27	3.53	1.36

9) I feel neglected because I only speak when someone asks me to.	3.04	1.36	3.13	1.45
10) I feel that my ideas are worthless.	3.03	1.45	2.78	1.46
11) I feel that my classmates do not understand what I say.	3.04	1.35	2.72	1.36
12) I cannot find the proper words and phrases to express myself in English.	3.25	1.45	3.34	1.41
13) I am not good at putting words in meaningful sentences.	3.27	1.44	3.18	1.42
14) I take too much time to monitor everything I say.	3.44	1.44	3.41	1.39
15) I cannot say anything in English before I translate it to Arabic.	3.27	1.31	3.30	1.38
16) I cannot follow others unless I understand the meaning of every single word.	3.26	1.41	3.08	1.40
17) I get bored if I wait for my turn to speak.	3.29	1.39	3.37	1.33
Instructional domain				

18) Our English textbooks do not have enough speaking activities that help me improve my English speaking skills.	3.44	1.49	3.74	1.48
19) There are no audio visual aids available in our school in order to help us practice English conversation skills.	3.52	1.53	3.99	1.36
20) Our English textbooks do not provide us with guidelines that help us practice English conversation skills.	3.44	1.44	3.87	1.28
21) Our English textbooks do not allocate enough opportunities for practicing English conversation skills.	3.38	1.44	3.94	1.27
22) The teacher stops me whenever I make a mistake while speaking.	3.18	1.43	3.22	1.37
23) The teacher does not provide us with enough English speaking tests that could elevate our level in speaking English.	3.28	1.38	3.47	1.41
24) The teacher does not vary his/her strategies of teaching English conversation skills	3.31	1.40	3.51	1.40

25) The teacher does not encourage group work activities in speaking English.	3.18	1.48	3.31	1.44
26) The teacher does not encourage pair work activities in speaking English classes.	3.51	1.41	3.39	1.40
27) I do not get enough feedback from the teacher on my speaking performance.	3.35	1.46	3.39	1.36
28) The teacher emphasizes correct pronunciation over the meaning of what we say.	3.44	1.35	3.32	1.32
29) The teacher does not give me enough time to express myself.	3.21	1.38	3.23	1.41
30) My classmates correct me if I make mistakes while speaking.	3.00	1.40	3.18	1.37
31) There is so much noise in the classroom, which makes me get distracted.	3.37	1.40	3.38	1.42
32) Seats and desks are fixed which makes it difficult for us to talk face to face.	2.99	1.55	3.41	1.42
33) The classroom temperature is sometimes too hot or too cold, which makes me unfocused.	3.07	1.45	3.51	1.44

Socio-cultural domain				
34) Most students speak in Arabic during English conversation classes	3.33	1.49	3.56	1.40
35) As a Jordanian citizen, I do not think that speaking English will serve me well in my future career.	2.99	1.59	3.15	1.56
36) People in my country do not respect those who speak a foreign language	3.29	1.56	3.21	1.43
37) In Amman, People usually speak English only to show off. This discourages me to improve my English speaking skills.	3.40	1.46	3.36	1.36
38) I do not like the western culture; therefore I do not try to speak their language.	2.88	1.56	2.90	1.48
39) I get to realize that most English people do not like us Arabs in general, so I do not like to practice their language at all.	2.96	1.51	3.07	1.47
Total	**3.27**	**.688**	**3.33**	**.620**

*KEY: High mean score (5 – 3.67)
Moderate mean score (3.66 – 2.34)
Low mean score (2.33 – 1)

Table 5 shows that there were differences in the mean scores of private and public school students regarding their perceptions of all the factors behind the difficulties they face. The mean scores of public school students are slightly higher than those of private school students.

Results in Table 5 revealed that although public school students shared their private counter partners their perceptions of the majority of the items, they rated a high degree the following difficulty items to be caused by their related factors: item 6, “I do not like being asked to speak if I am not completely sure of what to say”, item 18 “ Our English textbooks do not have enough speaking activities that help me improve my English speaking skills”, item 19 “ There are no audio visual aids available in our school in order to help us practice English conversation skills”, item 20 “ Our English textbooks do not provide us with guidelines that help us practice English conversation skills”, and 21 “ Our English textbooks do not allocate enough opportunities for practicing English conversation skills”.

4.4 Results related to the fourth question

“Are there any statistically significant difference ($\alpha = 0.05$) in the mean scores of private and public school students regarding their perceptions of the factors behind these difficulties?”. In order to answer this question, means and standard deviations of the categorized domains were calculated. The results are presented in Table 6.

Table 6: Means and standard deviations of private and public school students regarding their perceptions of the categorized factors behind these difficulties

	School			
	Public		Private	
	Mean	Std. Deviation	Mean	Std. Deviation
Personal (F)	3.22	0.707	3.30	0.772
Instructional (F)	3.49	0.809	3.29	0.887
Socio-cultural (F)	3.13	1.090	3.10	1.202
Total (F)	**3.33**	**0.620**	**3.27**	**0.688**

* KEY: High mean score (5 – 3.67)
Moderate mean score (3.66 – 2.34)
Low mean score (2.33 – 1)

The results in Table 6 indicate that there are differences in the mean scores of private and public school students regarding their perceptions of the factors (personal, instructional and socio-cultural) that are behind their difficulties with regard to the three categorized domains.

In order to see if these differences were statistically significant ($\alpha = 0.05$), T-test was used . The results are presented in Table 7.

Table 7: T-test of the significant differences between private and public school students regarding the categorized factors behind the difficulties they face during their English conversation classes.

		T- test for Equality of Variances		t-test for Equality of Means
		T	**df**	**Sig. (2-tailed)**
Equal variances assumed	**Personal (F)**	-1.090	470	0.276
	Instructional (F)	2.363	470	* 0.019
	Socio-Cultural (F)	0.228	470	0.820
	Total (F)	**0.885**	**470**	**0.376**

* Significant: α = 0.05

Table 7 shows that there are statistically significant differences only in the instructional factors. These differences were in favor of public school students. This means that pubic school students perceived the instructional factors to be the cause of their difficulties at a higher rate than private school students did.

Chapter five

Discussions, Conclusions and Recommendations.

This study aimed at investigating the difficulties that eleventh grade private and public school students face during English conversation classes and the factors behind these difficulties as perceived by them. Four questions were addressed in this study. The results of these questions will be discussed in the order they were presented in chapter four.

5.1 Discussion of the results related to the first question

The results of question one indicate that private school students are not pleased with the way they are treated by their teachers in English conversation classes. This could be concluded because private school students highly agreed that they suffer from being asked to speak in class without being completely sure of what to say. Moreover, noting that private school students speak Arabic during English conversation classes indicate that some teachers may find it easier to proceed in the class than insisting on students to speak only in English. They seem to ignore their students' needs and interests because those students were found to prefer using English instead of Arabic in conversation classes.

This interpretation is consistent with the results of other researchers such as Kroeker (2005), Al-Jabili (1996) and Al-Zurqan (2005) which revealed that English textbooks do not provide enough opportunities for practicing English conversation skills inside the classroom. Moreover, Tanni (2006) and Al-Adham (2006), found that many EFL teachers still insist on using conventional methods of teaching oral skills in spite of their shortcomings.

According to Table 2, the results reveal that public school students encountered many more difficulties than private school students. These difficulties are directly related to school provisions such as (English language textbooks, educational tools and aids, including problems that are related to the teachers' teaching practices). In addition, some of these obstacles are related to their classroom environmental factors, such as the classroom temperature and student- student communication. All of these difficulties are ascribed to instructional factors.

It could be argued that public school students are not as much privileged as private school students with regard to educational facilities. For example, public school students are not provided with extra curricular materials or activities, unlike private school students who have extra English books to support their learning. Extra curricular activities and educational resources play a significant role towards improving the students' English conversation skills. Public school students agreed that they encountered classroom environmental difficulties such as the lack of audio-visual aids at a very high level.

In addition to this, public school students were found to be highly affected by their classroom Environment. They strongly agreed that their classroom temperature is either too hot or too cold, which made them unable to concentrate during English conversation classes. Public schools generally have a limited budget to spend because they are under the pressure of organizing the amount of money they have in order to pay for all the educational facilities. Therefore; public schools may be prone towards ignoring such classroom environmental aspects so they can afford other educational needs.

This explanation is consistent with Abu-Hanieb (1996), Yaniue (2007) and Dorelly (2005) who revealed that the varied materials, topics, and extra interactive tasks that motivated students' willingness to converse in the target language and it enhanced their level of English conversation skills. Moreover; public school students believed that their teachers did not provide them with enough speaking tests to help them enhance their English conversation skills. This might explain why they strongly agreed that Arabic was widely used during English conversation classes instead of English.

The teachers' focus at public schools seems to be mainly on finishing the material according to their pre-determined unit plan at a specific date as the schools' policy expects them to as instructed by the teachers' book. So, students are seen to suffer from major difficulties in English conversation due to the minimal consideration of teachers regarding these skills.

This result is consistent with the results of other studies by Al-Hourani (2007), Aduwa-Ogiegbean and Iyamu (2006), Bailey (2007), and Son (2008) who found that the teachers' teaching strategies highly affected the students' level of speaking English, their willingness to communicate in the target language, and the attitudes towards English language.

Overcrowded classes at public schools seem to be a problem for conversation classes in English. For Example; some public schools held forty to fifty pupils in one class. This may force teachers to ignore audio-visual facilities as well as detract themselves from

responsibilities such as managing a whole big classroom. In other words, many teachers under such circumstances may not be able to construct and organize their time when they teach English conversation skills. They may face difficulties trying to manage how students communicate with each other sensibly and comfortably. Therefore, students tend to interrupt and correct each others mistakes, which negatively affected their own communication and interaction in the target language.

This result is consistent with the results of other researchers like Aduwa-Ogiegbean and Iyamu (2006), E-Peng and Woodrow (2010), and Sun (2008) who found that students suffered from overcrowded classes because they impeded the students’ abilities to practice English conversation skills comfortably.

But this result was inconsistent with the results of other researchers such as Aker (2000), and Hassan (2001) which revealed that public school students maintained positive attitudes towards their classroom environment.

On the other hand, The results in Table 2 showed that students at both public and private schools rate certain difficulties low. For example; both groups of students highly disagreed that speaking in English will not serve them well in their future career, that they do not like the western culture and therefore they do not like to speak their language or that most English people do not like Arabs.

One possible reason could be that both private and public school students belong to the same culture, second of all, both groups share similar beliefs, attitudes, and experiences. . Furthermore, the Ministry of Education has clearly emphasized the need for EFL students to learn the EFL culture because it is inseparable of the English language.

Another reason could be due to the effect of globalization. The widespread of electronic media have brought people together by encouraging them to mutually respect each others' culture.

However, this result is inconsistent with the results of Tok (2009),Son (2008), Jackson (2007) and Karahan (2007), in which their results revealed that EFL English language learners held negative attitudes towards the English language due to different socio-cultural reasons.

5.2 Discussion of the results related to the second question

The results of the second question revealed that there were significant differences between the total mean scores of private and public school students in favor of public school students. There were also significant differences in both the personal domain and instructional domain in favor of public school students, but there were no significant differences in terms of the socio-cultural domain.

These results indicate that public school students face difficulties at a significantly higher rate than private school students. As for the Personal domain, this could mean that public school students are more concerned about other students' reactions towards making mistakes when they speak the target language. They tend to have more difficulties using correct language compared to private school students.

The reason for this could be that private school students may have more opportunities to use the target language inside and outside the classroom due to social consideration. They generally belong to a more privileged community who have more chances to travel abroad, they are more educated, or they speak English at home more than their public counter partners. Moreover, private school students may have better chances for being privately tutored in their houses due to financial reasons. Another reason could be that private school teachers are more supportive, appreciative and tolerant of their students' oral mistakes. Concerning the instructional domain, public school students seem to lack the necessary important educational equipments that enhance English conversation classes such as: AV (audio video) rooms, labs, libraries, and extra curricular activities. Such variables play a vital role in allowing private school students to have more chances to practice the English language inside and outside the classroom.

Another reason could be that teachers at private schools are more qualified and dedicated because of the incentives offered by these schools to compete among each other. A third reason may be that private schools encourage excellent students at public school to join them using financial incentives as well.

A fourth reason could be that learning other school subjects in English at private schools enable private school students to speak much better and face less difficulty.

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5.3 Discussion of the results related to the third question

The results of question three indicate that both private and public school students have consensus that the majority of the difficulties that they face are moderately ascribed to the factors under which they are classified.

One possible reason for this may be that neither group thinks that factors do not overlap. In other words, personal difficulties were caused by personal factors, instructional difficulties were caused by instructional factors, and socio-cultural difficulties were caused by socio-cultural factors.

Another reason could be that students were unable to think of other intervening factors that might have caused those difficulties such as: individual differences, parents' educational background, socio-economic factors, student linguistic schemata…etc.

A third reason could be that students were unable to realize the differences between the difficulty and the factor it causes due to the researcher's instruction on how to fill the questionnaire, although all effort was made to avoid such things from happening.

5.4 Discussion of the results related to the fourth question:

The results of question four imply that public school students seem to significantly ascribe the difficulties that are classified under the instructional factors only to those factors. On the other hand, results in Table 7 do not show any significant differences between the two groups with regard to the two factors (i.e. personal and socio-cultural).

A possible reason for these results could be that public school students need to have better visual aids in their schools, extra curricular activities and more opportunities to use the target language communicatively. They seem to be aware that the instructional factors play a significant role in addressing the difficulties they face during English conversation classes.

Another reason could be that English classes at public schools are more teacher centered than those at private schools where students have more chances to practice English compared to their public school counter partner.

In other words, students at public schools might be more dependent on their teachers and so they ascribe their success or failure mainly to them compared to private school students.

A third reason could be that private school students might have felt they were really more privileged than students at public schools, their teachers are qualified, their schools are better equipped with facilities and they have more chances to practice English. As a result, they do not seem to ascribe their instructional difficulties to instructional factors to a high degree, but to personal factors as well.

This result is consistent with the results of Kroeker (2009), Aduwa-Ogiegbaen and Iyamu (2006) research results which revealed that the main causes of the students' speaking difficulties were related to instructional factors such as: the teachers' teaching methods, the nature of the classroom atmosphere and the type of educational goals that are aimed to be achieved.

On the other hand, the result of this question is inconstant with the result Thaher (2005), which revealed that the students possessed communication apprehension in EFL classes due to psychological, instructional and socio-cultural factors at an equal level.

5.5 Conclusion

It could be concluded that both private and public school students suffered from the following difficulties (instructional difficulties), (personal difficulties), and (socio-cultural difficulties) respectively. Public school students seemed to suffer from different types of difficulties at a higher level than private school students. It can be concluded that public school students suffered from personal and instructional difficulties more than private school students did mainly because of teaching practices, school environment and learning materials.

Another conclusion is that socio-cultural factors were disregarded by both groups as potential reasons behind any of their conversation difficulties. In fact, the results indicated that these might be supportive factors instead. That is, students might be

interactively motivated to speak English as means of associating themselves with the target community.

Finally, it could be concluded that public school students strongly believe that many of the difficulties they faced were caused mainly by instructional factors, for example; the lack of guidelines provided in their English textbooks that help them practice English conversation classes, the lack of speaking tests that are given by their teachers or the effect of their classroom environment such as the classroom's temperature.

5.6 Recommendations

Based on the results of this study, the researcher recommends the following:-

1) EFL teachers should discuss the learning difficulties their students may face during their conversation classes and listen attentively to their suggestions for overcoming these difficulties.

2) Curricula developers can also reconsider English language textbooks and teacher's book to account for the students' needs and interests as EFL learners. More emphasis can be given to oral activities both in the class and outside the classroom.

3) The Ministry of Education or the institutions and other sponsoring groups are recommended to support public schools to provide better facilities to improve classroom environment such as: (labs, audio-visual aids, educational equipments or buildings).

4) The Ministry of Education should include the oral skills in the evaluation system at all grade levels so that they receive their due emphasis like other language skills.

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	Degree of difficulty						Degree of factors				
Difficulties students face during English conversation classes	Strongly agree	Agree	not sure	Disagree	Strongly disagree		Strongly agree	Agree	not sure	Disagree	Strongly disagree
Domain 1 : Personal domain											
1) I feel unfocused when I talk in English in front of the whole class.											
2) I feel lost when someone interrupts me											
3) I get nervous when I do not understand what others say to me											
4) I feel frustrated because other students speak much better than I do.											
5) I feel shy to use non-verbal gestures or body language.											
6) I do not like being asked to speak if I am not completely sure of what to say.											

	Degree of difficulty						Degree of Factors				
Difficulties students face during English conversation classes	Strongly agree	Agree	not sure	Disagree	Strongly disagree		Strongly agree	Agree	not sure	Disagree	Strongly disagree
7) My friends make fun of me if I make strange sounds like native speakers.											
8) I am afraid of making mistakes if I speak in public.											
9) I feel neglected because I only speak when someone asks me to.											
10) I feel that my ideas are worthless.											
11) I feel that my classmates do not understand what I say.											
12) I can not find the proper words and phrases to express myself in English.											

	Degree of difficulty						Degree of Factors				
Difficulties students face during English conversation classes	Strongly agree	Agree	not sure	Disagree	Strongly disagree		Strongly agree	Agree	not sure	Disagree	Strongly disagree
13) I am not good at putting words in meaningful sentences.											
14) I take too much time to monitor everything I say.											
15) I can not say anything in English before I translate it to Arabic.											
16) I can not follow others unless I understand the meaning of every single word.											
17) I get bored if I wait for my turn to speak.											
Domain 2 : <u>Instructional domain</u>											

	Degree of difficulty						Degree of Factors				
Difficulties students face during English conversation classes	Strongly agree	Agree	not sure	Disagree	Strongly disagree		Strongly agree	Agree	not sure	Disagree	Strongly disagree
18) Our English textbooks do not have enough speaking activities that help me improve my English speaking skills.											
19) There are no audio visual aids available in our school in order to help us practice English conversation skills.											
20) Our English textbooks do not provide us with guidelines that help us practice English conversation skills.											
21) Our English textbooks do not allocate enough opportunities for practicing English conversation skills.											

	Degree of difficulty						Degree of Factors				
Difficulties students face during English conversation classes	Strongly agree	Agree	not sure	Disagree	Strongly disagree		Strongly agree	Agree	not sure	Disagree	Strongly disagree
22) The teacher stops me whenever I make a mistake while speaking.											
23) The teacher does not provide us with enough English speaking tests that could elevate our level in speaking English.											
24) The teacher does not vary his/her strategies of teaching English conversation skills.											
25) The teacher does not encourage group work activities in speaking English.											
26) The teacher does not encourage pair work activities in speaking English classes.											

	Degree of difficulty						Degree of Factors				
Difficulties students face during English conversation classes	Strongly agree	Agree	not sure	Disagree	Strongly disagree		Strongly agree	Agree	not sure	Disagree	Strongly disagree
27) I do not get enough feedback from the teacher on my speaking performance.											
28) The teacher emphasizes correct pronunciation over the meaning of what we say.											
29) The teacher does not give me enough time to express myself.											
30) My classmates correct me if I make mistakes while speaking.											

	Degree of difficulty						Degree of Factors				
Difficulties students face during English conversation classes	Strongly agree	Agree	not sure	Disagree	Strongly disagree		Strongly agree	Agree	not sure	Disagree	Strongly disagree
31) There is so much noise in the classroom, which makes me get distracted.											
32) Seats and desks are fixed which makes it difficult for us to talk face to face.											
33) The classroom temperature is sometimes too hot or too cold, which makes me unfocused.											
34) Most students speak in Arabic during English conversation classes.											
Domain 3 : Socio-Cultural domain											

	Degree of difficulty						Degree of Factors				
Difficulties students face during English conversation classes	Strongly agree	Agree	not sure	Disagree	Strongly disagree		Strongly agree	Agree	not sure	Disagree	Strongly disagree
35) As a Jordanian citizen, I do not think that speaking English will serve me well in my future career.											
36) People in my country do not respect those who speak a foreign language.											
37) In Amman, People usually speak English only to show off. This discourages me to improve my English speaking skills.											
38) I do not like the western culture; therefore I do not try to speak their language.											
39) I get to realize that most English people do not like us Arabs in general, so I do not like to practice their language at all.											

Thank you so much for your cooperation BEST WISHES Researcher: Ruba Farah

الصعوبات التي يوجهها الطلبة في صفوف المحادثة بالغة الإنجليزيه	**درجة الصعوبات**						**درجة العوامل**				
	أوافق بشدة	أوافق	لست متأكداً	لا أوافق	لا أوافق بشدة		أوافق بشدة	أوافق	لست متأكد	لا أوافق	لا أوافق بشدة
<u>المجال الأول : الشخصي</u>											
1) أشعر بعدم التركيز عندما اتحدث باللغة الإنجليزية أمام الطلبة.											
2) أشعر بضياع الفكره عندما يقاطعني شخص.											
3) اصبح عصبياً عندما لا أفهم ما يقال لي.											
4) أشعر بالإحباط لأن الطلاب الأخرين يتكلمون بشكل أفضل مني كثيراً.											
5) أشعر بالخجل إذا استخدمت إيماءت غير كلاميه أو لغة الجسد.											
6) لا أحب أنا أتكلم إذا لم أكن متأكداً مما ارغب في قوله.											
7) يسخر مني اصدقائي إذا تحدثت بلهجة غريبة.											
8) أخشى إرتكاب أخطاء اذا تحدثت بحضور أشخاص.											
9) أشعر بالإهمال لأني اتحدث فقط عندما يطلب مني ذلك.											

الصعوبات التي يوجهها الطلبة في صفوف المحادثة بالغة الإنجليزيه	**درجة الصعوبات**						**درجة العوامل**				
	أوافق بشدة	أوافق	لست متأكداً	لا أوافق	لا أوافق بشدة		أوافق بشدة	أوافق	لست متأكد	لا أوافق	لا أوافق بشدة
10) أشعر أن أفكاري عديمة القيمة.											
11) أشعر أن زملائي في الصف لا يفهمون ما أقوله.											
12) لا استطيع أن أجد الكلمات والعبارات المناسبة لأعبر عن نفسي.											
13) لست قادرا على وضع الكلمات في جمل لها معنى.											
14) احتاج لوقت طويل للتفكير في كل ما أقوله.											
15) لا استطيع أن أقول أي شيء باللغة الأنجليزيه قبل أن أترجمه باللغة العربيه.											
16) لا استطيع متابعة الأخرين إلا إذا فهمت كل كلمة مفردة .											
17) أشعر بالملل إذا انتظرت دوري للحديث.											
<u>المجال الثاني :- التعليمي</u>											

الصعوبات التي يوجهها الطلبة في صفوف المحادثة بالغة الإنجليزيه	**درجة الصعوبات**						**درجة العوامل**				
	أوافق بشدة	أوافق	لست متأكداً	لا أوافق	لا أوافق بشدة		أوافق بشدة	أوافق	لست متأكد	لا أوافق	لا أوافق بشدة
18) لا يوجد في كتبنا الدراسيه للغة الإنجليزيه أنشطة محادثة كافية تساعدني على تحسين مهارات التحدث.											
19) لا تتوفر الوسائل السمعيه البصريه في مدرستنا لمساعدتنا على ممارسة التحدث باللغة الإنجليزيه.											
20) لا تزودنا كتبنا الدراسيه للغة الإنجليزيه بإرشادات تساعدنا على ممارسة مهارات المحادثة باللغة الإنجليزيه.											
21) لا توفر كتبنا الدراسيه للغة الإنجليزيه فرصاً كافيه لممارسة المحادثة باللغة الإنجليزيه.											
22) يوقفني المدرس فورا عندما ارتكب خطأ أثناء كلامي.											
23) لا يعقد لنا المدرس إختبارات محادثة كافية باللغة الأنجليزيه يمكن ان ترفع مستوى تحدثنا باللغة.											
24) لا يقوم المدرس بتنويع استراتيجيات تعليم مهارات المحادثة باللغة الإنجليزيه.											
25)لا يشجع المدرس أنشطة العمل الجماعيه في المحادثة باللغة الأنجليزيه.											
26) لا يشجع المدرس أنشطة العمل الثنائي في المحادثة باللغة الأنجليزية .											

الصعوبات التي يوجهها الطلبة في صفوف المحادثة بالغة الإنجليزيه	درجة الصعوبات						درجة العوامل				
	أوافق بشدة	أوافق	لست متأكداً	لا أوافق	لا أوافق بشدة		أوافق بشدة	أوافق	لست متأكد	لا أوافق	لا أوافق بشدة
27) لا احصل على ما هو كاف (تغذية راجعة) من المدرس بالنسبة لأدائي بالكلام .											
28) يهتم المدرس باللفظ الصحيح اكثر من اهتمامه بمعنى ما نقوله.											
29) لا يعطيني المدرس وقتا كافياً للتعبير عن نفسي.											
30) يقوم زملائي في الصف بتصحيحي إذا ارتكبت أخطأء أثناء تحدثي.											
31) هناك الكثير من الضجة في الصف مما يشتت انتباهي.											
32) المقاعد ثابتة مما يجعل من الصعب بالنسبة لنا التحدث وجهاً لوجه.											
33) درجات حرارة حجرة الدراسة أحياناً تكون مرتفعة جداً أو منخفضة جداً مما يجعلني غير قادر على التركيز.											
34) معظم الطلاب يتكلمون باللغة العربيه أثناء حصص المحادثة بالغة الانجليزية.											
المجال الثالث :- الاجتماعي الثقافي											
35) بصفتي مواطن أردني، لا أعتقد أن التكلم بالغة الإنجليزيه سيخدمني بشكل جيد في عملي في المستقبل.											

الصعوبات التي يوجهها الطلبة في صفوف المحادثة بالغة الإنجليزيه	**درجة الصعوبات**						**درجة العوامل**				
	أوافق بشدة	أوافق	لست متأكداً	لا أوافق	لا أوافق بشدة		أوافق بشدة	أوافق	لست متأكد	لا أوافق	لا أوافق بشدة
36) لا يحترم الناس في بلدي أولئك الذين يتحدثون بلغه اجنبيه.											
37) يتحدث الأردنيون عادة باللغة الإنجليزيه من أجل حب الظهور، مما لا يشجعني على تحسين مهارتي للتحدث بالغة الإنجليزيه.											
38) لا أحب الثقافة الغربية، ولذلك لا أحاول أن اتحدث باللغة الانجليزية.											
39) أعتقد أن معظم الأجانب لا يحبون العرب بشكل عام، ولذلك لا أحب أن أتكلم لغتهم أبداً.											

الباحثة: ربى فرح

نشكركم جزيل الشكر لتعاونكم

افضل التمنيات

المشكلات التي تواجه طلبة المرحلة الثانوية في الأردن في أثناء حصص المحادثة و العوامل التي تقف وراء هذه المشكلات كما يراها هؤلاء الطلبة

إعداد

ربى فرح

المشرف

د. حمزة علي العمري

الملخص

هدفت الدراسة الحالية لاستقصاء الصعوبات التي يعاني منها طلبة الصف الأول الثانوي في الأردن في المدارس الخاصة و الحكومية في أثناء حصص المحادثة والعوامل التي تقف وراء هذه الصعوبات كما يراها هؤلاء الطلبة .حاولت الدراسة الإجابة على الأسئلة التاليه :-

1) ما هي الصعوبات التي يواجهها طلبة الصف الأول الثانوي في المدارس الخاصة والحكوميه في الأردن في أثناء حصص المحادثة باللغة الإنجليزيه ؟

2) هل توجد فروقات ذات دلاله إحصائية عند مستوى الدلالة ($\alpha = 0.05$) في المتوسطات الحسابيه لطلبة المدارس الخاصة و الحكوميه في ما يتعلق بالصعوبات التي يواجهونها في أثناء حصص المحادثة باللغة الإنجليزيه؟

3) ما هي العوامل التي تقف وراء الصعوبات التي يواجهونها في حصص المحادثة باللغة الإنجليزيه كما يراها طلبة الصف الأول ثانوي في المدارس الخاصة والحكوميه في الأردن؟

4) هل توجد فروق ذات دلاله احصائيه عند مستوى الدلالة ($\alpha = 0.05$) في المتوسطات الحسابية لطلبة الأول ثانوي فيما يخص تصوراتهم للعوامل التي تقف وراء الصعوبات التي يواجهونها في أثناء حصص المحادثة باللغة الانجليزية؟

شمل مجتمع الدراسة طلبة الصف الأول الثانوي خاصة في المدارس الحكومية والخاصة في العاصمة عمان خلال السنه الأكاديمية 2010- 2011. وتكونت عينة الدراسة من 472 طالباً وطالبة (270 طالبة و 202 طالبا) تم اختيارهم عشوائياً من 11 مدرسة حكومية و 6 مدارس خاصة من مديريات عمان الأولى والثانيه ومديرية التعليم الخاص. تم توزيع استبيانة لجمع البيانات الخاصة بهذه الدراسة. تم تحليل البيانات بإستعمال الإحصاء الوصفي (المتوسط الحسابي - الإنحراف المعياري) . استخدم إختبارات أيضاً لمعرفة في ما إذا كان هنالك ثمة فروق ذات دلاله احصائيه في المتوسطات الحسابية للطلبة في المجموعتين(المدارس الخاصة و المدارس الحكومية).

أظهرت نتائج الدراسة أن طلبة المدارس الخاصة و الحكومية على حد سواء يعانون من صعوبات تعليمية وشخصيه واجتماعيه ثقافية في أثناء حصص المحادثة باللغة الانجليزية ولكن طلبة الدارس الحكومية يعانون من الصعوبات الشخصية والتعليمية أكثر من طلبة المدارس الخاصة.
أما بالنسبة للعوامل وراء المشكلات فقد أظهرت النتائج أن المجموعتين من الطلبة يعتقدون أن المشكلات الناجمة عن عوامل تعليميه, شخصيه, اجتماعية و ثقافية بدرجة معتدلة.

غير أن طلبة المدارس الحكومية يعتقدون أن العوامل التعليمية ترتبط بالصعوبات التي يواجهونها بدرجة أعلى من طلبة المدارس الخاصة.

و بناءً على هذه النتائج يوصي الباحث بأن تقوم وزارة التربية والتعليم بمساعدة مدرسي اللغة الإنجليزيه والطلاب على التعرف على المشاكل التي تعوق نشاطات المحادثة باللغة الانجليزية و العوامل التي تؤدي الى ظهورها وأن يعملوا معاً لحلها .